

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: PARK RIDGE ELEMENTARY SCHOOL

District Name: Broward

Principal: Michael Walker

SAC Chair: Peggy Johnson

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 08-31-2009

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## VISION and MISSION STATEMENTS

The vision of Park Ridge Elementary is to provide our students with the tools necessary to be successful, productive, citizens.

The mission of Park Ridge Elementary is in collaboration with all stakeholders in which Park Ridge students will achieve academically, socially, and emotionally in a secure conducive learning environment reaching their maximum potential, cultivating life long skills using effective teaching and technology

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Park Ridge Elementary is an urban Title I school. Park Ridge was built in 1971 and is located in the northern section of the city of Pompano Beach, in Broward County. The school serves 409 Pre-K (Headstart) through fifth grade.

Park Ridge is eligible to participate in State and Federal Title 1 Programs and 97% percent of our students receive free/reduced meals programs. Park Ridge has a very diverse community including 84% Black subgroup and a large number of students receiving or have previously been identified as ELL. The ELL students include, but are not limited to: a large Haitian population and a growing Hispanic population.

Historically, teacher turnover is very low at this school, resulting in a stable environment for ELL students.

Park Ridge is located in the Deerfield Beach Innovation Zone

#### Unique School Strengths for Next Year

100% Highly Qualified Teachers/100% Teacher Assistants & Aides Highly Qualified  
New Principal with a track record of success in a school with very similar school Profile/Demographics  
6 SMART classrooms  
5 National Board Certified Teachers  
Departmentalization for 2009-2010 in grades 3, 4 and 5  
Park Ridge will be receiving a new Math Coach and Science Coach position for the 2009-2010 school year

#### Unique School Weaknesses for Next Year

Budget cuts & declining enrollment resulting in loss of 3 classroom teachers, 1 ESE Specialist, 4 Paraprofessionals, 1 Art Teacher, 1 Office Clerk and reduction in hour/days for our 2 Special Teachers

#### Student Demographics

The school serve 409 students in grades Pre-Kindergarten through 5th grade. The demographics include: Black, Non-Hispanic: 85%; White, Non-Hispanic: 2%; Multi-Racial: 1% and Hispanic: 12%.

#### Student Attendance Rates

The Student Attendance Rate for 2008-2009 school year was 96%. This has been consist for the past three years.

#### Student Mobility

The student mobility for 2008-2009 school year was 4%.

Student Suspension Rates

The Student Suspension Rate for 2008-2009 school year was 1%.

Student Retention Rates

Student Retention Rate for 2008-2009 school year was 22%. The contributing factors were; failure to score a level 1 or 2 on the FCAT oor SAT 10 Test, inability to pass the end of the year book test and second district issued test, and the failed opportunity for retesting after summer intervention.

Class Size

The Student Ratio for the 2009-2010 school year will remain at 1:18 Kindergarten to grade . 2; 1:22 Grades 3 - 5.

Academic Performance of Feeder Pattern

Park Ridge Elementary 5th Grade students feed into Deerfield Beach Middle School, Crystal lakes Middle School and Lyon Creek Middle School.

Partnerships and Grants

Park Ridge Elementary has many partnerships that enhance many of the academic and social programs for the students and their families. Our partnerships include the following: Deerfield Beach Kiiwanis, Direct Glass Eyewear, Jennifer Sakaris Massage, Riverglades Elementary, Communities in Schools (FAST)

Grants: Church of Brotherly Love Tutoring/Mentoring Program,

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Michael Walker	Educational Leadership, M.Ed. B.S. Elementary Education ESOL Endorsed	1	5	C. Robert Markham Elementary a Title One, 98% Free/Reduced school  2004-2005 C Points Earned 373 AYP Yes 100% 2005-2006 B Points Earned 396 AYP Provisional No 85% 2006-2007 C Points Earned 475 AYP No 87% 2007-2008 B Points Earned 512 AYP No 97% 2008-2009 A Points Earned 537 AYP No 92%
Assis Principal	Brenda Knowles	M. Ed., Educational Leadership, B.S. Elementary Education and Early Childhood, ESOL endorsed	3	3	Park Ridge a Title One, 97% Free/Reduced school  2006-2007 C Points Earned 449 AYP No 87% 2007-2008 C Points Earned 457 AYP No 74% 2008-2009 D Points Earned 429 AYP No 72%

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Math	Ed Peddell	Elem. Ed. ESOL	3	3	2006-2007 C Points Earned 449 AYP No 87% 2007-2008 C Points Earned 457 AYP No 74% 2008-2009 D Points Earned 429 AYP No 72%
Reading	Susan Littlefield	Elem. Ed. ESOL	2	5	2008-2009 D Points Earned 429 AYP No 72%

Science	Jamie Groth	PreK-3 Elem Ed Intergrated grades 5-9	1	1	N/a
---------	-------------	------------------------------------------------	---	---	-----

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Clearly communicate goals and high expectations while providing needed curriculum support as determined through frequent data chats with teachers and curriculum specialists. The curriculum support will provide the necessary tools for the Highly Qualified Teachers to be successful and meet the student achievement goals.	Principal Assistant Principal Reading Coach Math Coach Science Coach Team Leader Ness Coach	6/20/10	
Staff development in all subject areas are held to model best practices meetings	Principal, Coaches Reading Coach Math Coach Science Coach	6/20/10 Ongoing	
Partnering new teachers, teachers with less than 3 years experience, or teacher new to grade level with veteran staff	Principal NESS Liaison	Ongoing	
Weekly learning communities held with administrative staff to support and instruct best practices.	Principal	Ongoing	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
27	0	27	35	32	16	100	0	3	100

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Gary Ringel	Peggy Johnson	New to District assistance will be based on observations and needs	Modeling, coaching, assistance with planning
Paul Wynn	Dalrie McIntosh	New to Grade Level, assistance will be based on observation and CWT's.	Modeling, coaching, assistance with planning
Thajuana Cobb	Jacquelin Carridge	New to Grade Level, assistance will be based on observation and CWT's.	Modeling, coaching, assistance with planning
Myrtle Lowe	Valerie Cohen	New to Grade Level, assistance will be based on observation and CWT's.	Modeling, coaching, assistance with planning
		New to Grade Level,	

Edward Peddell

Jamie Groth

assistance  
will be based  
on  
observation  
and CWT's.

Modeling, coaching,  
assistance with planning

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Services provides additional teacher to assist students, particularly low performing students, with additional assistance during the instructional day. Parental activities are planned that will assist parents in helping their child improve his/her academic improvement.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure students needs are met.

Title I, Part D

District receives funds to support the Educational Outreach Program. Services are coordinated with district Dropout Prevention programs.

Title II

District receives supplemental funds for improving basic education through the purchase of small equipment to supplement education programs.

Title III

CAVS trained staff and implementation of materials; Spanish instruction, weekly; Rosetta Stone online Program for staff and students; Decree met for English, Spanish and Haitian-Creole requirements; Sheltered Kindergarten-Gr. 2 class meeting the needs of A1, A2 and B1 students; Teacher Assistant working with small Groups of ESOL students.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified homeless under McKinney- Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

Supplemental Academic Instruction (SAI)

Push-in model utilized to assist struggling students

Violence Prevention Programs

Anti-Bullying Policy (), Just Say No Program (Red Ribbon Week), SBBC Discipline Matrix

Nutrition Programs

Housing Programs

Head Start

Two classes 1:18 ratio with a Teacher Assistant at all times

Adult Education

Career and Technical Education

Job Training

Other

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

The members of the school based RTI Team are: Principal, Assistant Principal, Reading Coach, Math Coach, Science Coach, ESE Specialist, Team Leaders, and Guidance Counselor.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

Each member is designated to work with a particular grade level to discuss students in need of interventions. These meetings will meet every Friday for one hour beginning at 8:30. The RTI Leadership team will use the Florida Continuous Improvement Model as the guide for how the team will function. Each meeting the RTI Team will review the instructional focus for the next week and the results from the previous assessments. Data will be analyzed through the use of Above the Clouds. The team will analyze student academic and behavioral data and discuss trends, area of strength and weakness and brainstorm strategies for improvement. The coaches will disseminate information from these meeting at grade level meetings and at individual conferences with teachers.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RTL Leadership Team will meet with the School Advisory Council and The Principal and Assistant Principal to help develop the school improvement plan. The School Based RTI Leadership team will develop and more importantly be responsible for ensuring the implementation of the school improvement plan. The RTI members will then be required to report their results each week in our data chats.

### RtI Implementation

Describe the data management system used to summarize tiered data.

The Weekly mini assessment results will be scanned and recorded in Virtual Counselor. The results will then be imported into Above the Clouds. The RTI team will then analyze the results by grade level, individual classes, and AYP Subgroup performance.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Previous Florida Comprehensive Assessment Test (FCAT)

Weekly Mini Assessments, FCAT Simulation, Acaletics Pre/Post Assessments

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT

RTI Team will conduct weekly data analysis meetings using Above the Clouds Database reports.

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and sessions will occur throughout the year. We will use the "Train the Trainer" model to provide two Professional Development sessions entitled: "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October. The RTI team will also evaluate

## School Wide Florida's Continuous Improvement Model

### Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

#### Reading

Park Ridge for the 2009 school showed the highest scores in Reference and Research for 3rd and 5th and 57% in Words/Phrases for 4th grade.

3rd Grade was weakest in Words/Phrases = 44% & Main Idea = 46%

4th Grade was weakest in Main Idea = 48% & Comparisons = 47%

5th Grade was weakest in Words/Phrases 33% & Comparisons= 47%

Math

3rd Grade was highest in Geometry = 57% & Data Analysis = 57%  
4th Grade was highest in Geometry = 57%, Algebraic Thinking = 57%, Data Analysis = 57%  
5th Grade was low in all strands

3rd Grade was weakest in Number Sense = 50%  
4th Grade was weakest in Number Sense = 50%  
5th Grade was low in all strands

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFCs were created in July 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September Pre-Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Term Test.

Park Ridge will increase teacher, administrative, and student accountability through the effective use of the Florida Continuous Improvement Model- Plan-Do-Check-Act. Beginning with the effective use of a data based Instructional Focus Calendar. Administrative/Curriculum team will meet every Friday at 8:30 to review the instructional focus for the next week and the results from the previous assessments. Data will be analyzed through the use of Above the Clouds. In addition to analyzing the previous FCAT data and the weekly mini assessments, Park Ridge will also analyze the two annual BAT assessments and modify the IFC as needed. The Instructional Focus Calendar will begin with strongest benchmarks and work toward the weakest in order to provide a strong foundation to build on and then assist the students with the more challenging strands/benchmarks prior to FCAT. Each meeting will have documented minutes. The teacher will introduce the strategies teach the skill and monitor student progress. The RTI Team will be responsible for monitoring the progress of the IFC and implementation of it.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Needs will be met based on the data; priority focus is identified  
3rd Grade was weakest in Words/Phrases = 44% & Main Idea = 46%  
4th Grade was weakest in Main Idea = 48% & Comparisons = 47%  
5th Grade was weakest in Words/Phrases 33% & Comparisons= 47%

Math

3rd Grade was weakest in Number Sense = 50%  
4th Grade was weakest in Number Sense = 50%  
5th Grade was low in all strands

Writing: Organization was the least proficient strand and will be given priority focus.

Science: Strand H - was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?  
The master schedule was changed to departmentalization for 3-5th grades, which is designed to meet the specific learning needs and styles of all of our subgroups. For example, low performing students will receive double dose tutorials, level 3-4 students will receive maintenance and enrichment and high performing students will receive enrichment under the newly designed schedule. This new schedule will optimize the ability of the classroom teacher to provide instruction specifically geared toward the students' instructional level.

The schedule will also ensure that the monitoring process can take place through the use of Benchmark assessments – skills will be taught with Mini Assessment form A; students then reassessed via B; remediation and follow-up assessment with C. Re-teach, practice in centers, read-aloud stories, Compass Odyssey, Destination Success, Riverdeep, FCAT Explorer, Elements of Vocabulary (Reading), online Harcourt Math, CORE instruction during remediation.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school provide numerous opportunities for students to see how subjects are relevant to their future by incorporating programs such as Junior Achievement, field trips, career day presentation from various fields of study that are related to different subject areas.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

n/a

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

The lesson plans and delivery of instruction are aligned with the weekly instructional focus calendar for grades K-6. Teachers from each grade level work with instructional coaches to create IFC's. Teachers will meet with grade level teams weekly to share plan lesson, resources and best practices. Vertical Teams will meet throughout the school years to share best practices and resources. Coaches will meet with grade level teams to share additional resources and will be available to model instructional strategies aligned with the IFC's.

How are instructional focus lessons developed and delivered?

The instructional focus lessons are developed from the district's curriculum and from a review of the school's data. The school's instructional focus is aligned with the district/state curriculum and pacing charts as well as the school's academic data. The lessons are delivered using district and state approved strategies. The lessons will be taught by homeroom and content area teachers.

The Instructional focus is created by the RTI team and the grade level, based on the previous data analysis reports. (FCAT,SAT, BAT, MINI's) All instruction is delivered based on the weekly instructional focus ( Weekly benchmark). All support staff will provide additional instruction supporting the weekly focus.

How will instructional focus lessons be revised and monitored?

The instructional focus lessons are revised based on data from assessments such as: Mini Assessments, BAT I and II, Chapter Tests, End of the Year Assessments. Monitoring will include: data reviews data chats, classroom walkthroughs, lesson plan checks, learning communities, and teacher observations

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Chapter tests and Mini Assessments will be used to determine student comprehension. Student work portfolios will be kept and reviewed as well. Mini Assessments typically have five questions per benchmark to determine mastery. Mini Assessments are administered bi-weekly.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Broward Assessment Test (BAT 1 & 2 for reading, math, and science), Previous Florida Comprehensive Assessment Test (FCAT)

Weekly Mini Assessments, FCAT Simulation, Acaletics Pre/Post Assessments

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT

Treasures Assessments

How are assessments used to identify students reaching mastery and those not reaching mastery?

Data from Mini assessments are reviewed bi-weekly to identify students that are reaching mastery and those that are not.

Mastery is set at 75% or higher on each assessment. Based on the data, students that are not reaching mastery are provided with proper intervention strategies. Students who consistently show mastery on assessments will be given enrichment extensions to the benchmark.

#### Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Teachers will constantly monitor the progress of their students. Students who consistently perform at the mastery level will be provided with enrichment extensions. Students who fall below mastery will be grouped for reteaching using alternative strategies and resources. The benchmarks will be spiraled through the IFCs for maintenance as well.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Each grade level will meet with their teams and instructional coaches weekly to share resources and best practices. Grade level teams will meet bi-weekly with administration and instructional coaches to review mini assessment results. These meetings will be facilitated by the team leaders and coaches, as well as, documented by agendas, sign in sheets, and data analysis sheets with essential questions.

#### Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal, Assistant Principal and Leadership Team will be active participants in all data meetings and learning communities. Classroom Walkthrough data will be reviewed in weekly leadership meetings and patterns and trends across grade levels will be identified. Instructional coaches will front load staff development to teachers prior to the teaching of benchmarks on the IFC. Coaches will model focus lessons and instructional strategies for teachers in small group and large group. Coaches will team teach with teachers as needed and then they will follow up with classroom walkthroughs to ensure that strategies learned and modeled are being presented effectively in the classrooms

#### ACT

##### Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The core reading program for grades K-5 is Treasures and the intervention program is Triumphs. Supplemental materials from Broward County's Struggling Reader's Chart will be used as needed based on the areas of weakness for students in grades K-5. The core math program for grades K-5 is Harcourt Math. The Harcourt Math Intervention program will be used for students who need intensive intervention. Supplemental materials from Broward County's struggling math chart and hands on manipulatives will be used as needed for supplemental instruction.

Reading- Treasures, plan to purchase Voyager for intervention and Accelerated Reader & Odyssey ILS

Math- Harcourt for the core, Acaletics for intervention, Odyssey ILS, adding a Math coach.

Science – Core- Harcourt, Buckle Down for enrichment, Quick Picks for daily review, Fast Track, adding a science lab and instructional coach.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

There is a protected reading block during the first hour of the school day. During this time "special area" teachers and paraprofessionals will assist with tutorials and double doses of instruction. Supplemental instruction will take place in the form of double dose during the school day. There are also after school camps and Saturday camps for additional intensive instruction.

The Mini Assessments will be used to identify students reaching mastery/Non mastery with Mini Assessment form A; Non mastery students are then reassessed via form B; based on the results of mini assessment form B -remediation and follow-up instruction will occur, Park Ridge will then provide an additional assessment with form C to measure for student mastery.

How does the school identify staff's professional development needs to improve their instructional strategies?

Instructional coaches administer surveys to the faculty to gather input on staff development needs. Classroom Walkthrough data as well as formative and summative assessment data are used to determine staff development needs.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students who perform in the lowest quartile on standardized assessments will be targeted for intensive instruction in before and after school camps. Students who do not show mastery on mini assessments will receive supplemental instruction in the form of reteaching during the school day. All students are invited to Saturday camp and are grouped for instruction based on their ability and instructional needs. Students who consistently show mastery on assessments will be targeted for enrichment. All students will be offered after school assistance through Supplemental Educational Services. All AYP subgroups.

How will the effectiveness of the interventions be measured throughout the year?

All students who receive intervention services will be pre and post tested. They will also have ongoing progress monitoring and assessments. All personnel providing services to students will meet to discuss this data and share documentation of strategies and evidence of mastery or non-mastery. Factors hindering implementation of strategies (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who exceed mastery levels in reading will be enriched with novels and advanced level content area reading. Students who exceed mastery levels in math will follow Broward County's MATS criteria for instruction at advanced levels.

After School FCAT Tutorial/Enrichment camps and our school qualifies for SES tutoring.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in specific subjects, portfolio documentation, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level academic programs. Teacher recommendation is also taken into consideration. Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, ESE specialist and administration. The parents are counseled on the expectations for the student in advanced programs, as well as their continued parental involvement.

### Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
K-5 Math	Ed Peddell	weekly	ongoing	Analyze the effectiveness of the IFC, share best practices in math. lesson study and data analysis the Reading FCIM calendars, mini-lessons, mini-assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
K-5 Reading	Sue Littlefield	weekly	2:15-3:00	Analyze the effectiveness of the IFC's, share best practices in reading, lesson study and data analysis
K-5 Science	Jamie Groth	weekly	ongoing	lesson study, and data analysis

### NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status  
No Attached Notification of (School in Need of Improvement) SINI Status

- Public School Choice with Transportation (CWT) Notification  
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status  
No Attached Supplemental Educational Services (SES) Notification

### Pre-School Transition

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

### Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:  Did the total percent proficient increase or decrease? What is the percent change?  What clusters/strands, by grade level, showed decrease in proficiency?  Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?  Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?  Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
-------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 42 % of students achieved mastery on the 2009 administration of the FCAT Reading Test		In grades 3-5, 48% of the students will achieve mastery for reading on the 2010 FCAT Reading Test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implement Treasure Reading Series (K-5)	Reading Coach and Classroom Teachers	Administration will monitor the implementation of the core reading series through lesson plans checks and classroom walkthroughs	Lesson Plan Checklist, Classroom walkthroughs, data sheets, and logs
2	Use Student Portfolios	Classroom Teachers	Monitoring Authentic Student Work	Printout of computer data reports
3	Develop and instructional focus calendar for reading	Reading Coach and classroom teacher	Administration will monitor implementation through classroom walkthroughs	Effectiveness will be determined through FAIR assessments
4	Utilize programs such as: BEEP Online Resources, Compass Odyssey, and Quick Reads 9K-2)	Classroom Teachers	Administration will monitor the program by review of STARS and AR data reports. Prizes will be awarded for participation and successes.	STAR and AR Data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Grades 3-5, 57% of students achieved learning gains on the 2009 FCAT Reading		In grades 3-5, 62% of students will achieve learning gains on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teacher will include higher order questions in lesson plans	Reading Coach, Classroom Teachers	Classroom walkthroughs will be used to determine effectiveness of implementation	Classroom walkthrough data and lesson plans checklists
2	Student data chats will be conducted to review FCAT, BAT, and Mini Assessment results	Classroom Teachers, Reading Coach, Principal and Assistant principal	Administration will review student achievement data chat logs and portfolios quarterly.	Student Achievent Data Chalogs and student Portfolios

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 18% of Students With Disabilities (SWD) scored at or above Level 3.		Increase the percent of SWD in grades 3-5, scoring at or above a Level 3, to 26% on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tier 1: Determine core instructional needs by	Reading Coach	Student progress is assessed using FAIR Ongoing Progress	FAIR OPM data will be used to determine progress

	reviewing FAIR, assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block.		Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated	from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3
2	Tier 2: Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Reading Coach	Student progress is assessed using FAIR , OPM every 20 days for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated	FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core.	RTI Team	Student progress is assessed using FAIR OPM every 20 days and/or DIBELS data biweekly for all students receiving Tier 3 targeted in	. FAIR OPM data and DIBELS data when appropriate will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.
4	Scheduling according to k-12 ESOL Plan using District materials	Reading Coach	Administrative walkthroughs	BAT, and Mini Mini Assessment, DAR
5	Teachers will implement interactive multimedia and multimodal strategies and testing Accommodations	ESE Teacher and Reading Coach	Administrative walk throughs	DAR , Mini assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 60% of students in the lowest 25% achieved learning gains on the 2009 FCAT Reading Test.		In grades 3-5, 64% of the students in the lowest 25% will achieve learning gains on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teir 1: Determine core instruction needs by reviewing FCAT data. Plan small group differentiated instruction using evidence based instruction/intervention within the 90 minute reading block.	Reading Coach	Student progress is assessed weekly using the core text selection test. Studnts will be tested weekly using Mini Assessments.Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated	Student portfolios and teacher grade books will be checked to monitor for effectiveness
2	Teir 2: Plam supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by the BAT, Mini Assessment data and core selection test data. Core selection test data will include explicit instruction, modeled	Reading Coach, Special Teachers, Classroom Teachers	Student Preogress is assessed using, Dar, Oral Fluency Probes and BAT (Sept/Dec)	Assessment data will be reviewed to determined effectiveness of instruction and interventions.

	instruction, guided practice and independent practice during 120 minute reading block and additional pullout/pushin doses.			
3	Tier 3: Plan targeted intervention for students not responding to core, plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidence based and provided in addition to core instruction. This will take place through push-in/pullout groups, after school camps and Saturday camp.	RTI leadership Team	Student Preogress is assessed using, Dar, Oral Fluency Probes and BAT (Sept/Dec)	Assessment data will be reviewed to determined effectiveness of instruction and interventions.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 42 of Economically Disadvantage subgroup achieved mastery on the 2009 FCAT Reading Test.		In grades 3-5, 47% of of Economically Disadvantage sub-group identified in the NCLB requirement will achieve learning gains on the 2010 FCA Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize and embed Mazano's Nine High Yield Strategies in all reading instruction for students.	Principal Reading Coach	Evidence of Marzano's Nine High Yield Strategies will monitored through Classroom walkthroughs	End of selection assessment from core reading program.  BAT I and BAT II will be administered in September and December  Mini-Benchmark Assessments will be delivered weekly and data collected will be used to drive instruction  BAT I and BAT II will be administered in Sept. and Dec. Data collected will be used to drive instruction.
2	Provide learner centered, differentiated instruction for all students	Principal Reading Coach	When visiting classrooms, administrators will focus attention on classroom dynamics, such as instructional content, connectivity, and rigor of work stations, small group instruction and the use of technology	.Teacher created assessments will be used to monitor student's progress
3	Develop an integrated multi-discipline content curriculum	Principal, Team Leaders, and Reading Coach	Grade level teams will plan collaboratively to infuse cross curricular content.	Administrators will review lesson plans for evidence of cross curricular integration.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 35 % of African American subgroup achieved mastery on the 2009 FCAT reading Test.		In grades 3-5, 45 % of African American subgroup identified in the NLCB requirement will achieve mastery on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will implement Higher order questioning techniques during instruction and document in lesson plans	Principal and Reading Coach	Principal and Reading Coach will monitor teacher use of higher orde questioning techniques during classroom walkthroughs.	Mini Benchmarks Assessments will be administered weekly and data collected will be used to drive curriculum
2	Accelerated Reader and Read Across Broward will be utilized to motivate students and to enhance reading skills through daily	Classroom Teacher, Reading Coach, Media specialist	Weekly reports will be generated and shared with students, teachers and administrators	STARS will be administered three times per year to diagnose students strengths and weaknesses

independent practice.			
-----------------------	--	--	--

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 37 % of ELL students achieved mastery on the 2009 FCAT Reading Test.		In grades 3-5, 40% of ELL students will achieve mastery on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize effective strategies such as front loading, concept and semantic mapping, Reciprocal teaching, and Think Alouds	Reading Coach and Principal	Principal and Reading Coach will check for evidence of use of effective strategies during walkthroughs	Mini-Benchmark Assessments will be administered weekly
2	Utilize interactive word wall in classrooms to reinforce	dsd	ssd	sdsd
3	Daily push in support will be provided to identified students	Administration	Administrative Walk throughs	On going Progress Monitoring Assessments
4	Tier 1: Determine core instructional needs by reviewing FAIR for kindergarten and various other assessment tools for ELL students. Plan for differentiated instruction using evidence based instruction/intervention with in 120 minute reading block.	Reading Coach	Student is assessed using FAIR/Other ongoing Progress Monitoring Progress, percentage of students making adequate progress toward benchmark.	AIR/other progress monitoring data will be used to determine progress from Benchmark 1 toward benchmark 2 and Benchmark toward Benchmark 3.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 3-5, 48% of the students will achieve mastery for reading on the 2010 FCAT Reading Test	Effective Implementation of the Instructional Focus Calendar	Sue Littlefield	August 2009	Classroom walkthroughs Modeling of lessons	Princi/Assistant Principal Reading Coach
In grades 3-5, 62% of students in will achieve gains on the 2010 FCAT Reading Test	Differentiated Instruction Strategies	Reading Coach	August 2009	Classroom walkthroughs Modeling of lessons	Principal, Reading Coach
ESE Reading	Differentiating to meet the needs of ELL learners	ESOL resource	ongoing	Participation in team meetings	ESOL Resources

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Treasures	District Funds	\$8,350.00
Accelerated Reader Books to Replenish Classroom Libraries	SAC	\$1,000.00
		Total: \$9,350.00
Technology		
Description of Resources	Funding Source	Available Amount
Accelerated Reader	SAC	\$2,400.00
		Total: \$2,400.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Instructional Focus Calendar- Stipends for Summer Development	Title 1	\$1,200.00

		Total: \$1,200.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$12,950.00

End of Reading Goal

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
In grades 3-5, 23 % of Students with Disabilities achieved mastery on the 2009 FCAT Mathematics Test.			In grades 3-5, 33 % of Students with Disabilities will achieve mastery on the 2010 the FCAT Mathematics Test	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of manipulative and hands-on activities to reinforce mathematic	Principal, Assistant Principal Mathematics Coach	Classroom walkthroughs	Progress of students on assessments
2	Harcourt ESE curriculum will be used to acomodate students with disabilities	Teachers, Math Coach, Principal	Maintain record of strategies used in plan book	Mini BAT and Harcourt Tests
3	Increase the use of manipulatives and hands on activities to reinforce math concepts	Administrations	Classroom walkthroughs	Mini BAT and Benchmark Assessments
4	Use Acaletic Math Quik Piks daily to reinforce math concepts	Administration	Classroom walkthroughs	Progress monitoring

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on the 2009 FCAT Mathematics data, 63% of the bottom quartile showed learning gains			At least 67% students in the lowest 25% quartile will demonstrate annual learning gains on the 2010 FCAT	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Tier 1: Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan	Mathematics Coach	Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	Common assessments tied to Next Generation Math Standards administered weekly
2	Tier 2: Plan supplemental instruction/ intervention for students not responding to core	Mathematics Coach	Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark	Common assessments tied to Next Generation Math Standards administered weekly

	instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction		(75% on common assessment)	
3	Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction	RtI Team	Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmark (75% on common assessment)	Common assessments tied to Next Generation Math Standards administered weekly.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5 37% of African America student subgroup achieve mastery on the 2009 FCAT reading Test.		In grades 3-5, 47% of African America student subgroup achieve mastery on the 2010FCAT reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in K-5 will use the Math Harcourt Series.	Classroom Teachers and math Coach	Lesson Plans will be reviewed to reflect IFC's	Mini BATs and Harcourt Math test will be administered after each unit.
2	Increased use of manipulatives and hands on activities to reinforce mathematic concepts	Classroom Teachers and math Coach	Math coach will assist teachers with creation and implementation of math centers.	Performance assessments will be done on each student
3	Harcourt ESE will be used to accommodate students with disabilities	Principal/Assistant principal, Math Coach and Teachers	Maintain a record of strategies and interventions utilized in teachers plan books.	Mini BATs and Harcourt Math test will be administered after each unit.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 41% of Economically Disadvantage subgroup achieved mastery on the 2009 TCAT Math Test.		In grades 3-5, 48 % of Economically Disadvantage subgroup achieved mastery on the 2009 TCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Pullout and push-in interventions will be provided for Economically Disadvantaged students.	Principal Team leaders	Lesson Plans and class lists will be monitored by Administration. Classroom Walkthroughs will be conducted by Administration and math coach to determine effectiveness of implementation.	Lesson Plans and class lists will be monitored by Administration. Classroom Walkthroughs will be conducted by Administration and math coach to determine effectiveness of implementation.
2	Data chats will be conducted with Grade 3-5 students in the Economically Disadvantaged subgroup.	Principal, Assistant Principal, Classroom Teachers	BAT data, mini bat data, student goal sheets will be reviewed by students, teachers and Administration.	Student data and goal sheets

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
33% of English Language Learners scored at or above grade level in Math.		By June 2010, 43% English Language Learners (ELL) students will score at or above grade level in mathematics.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will provide Mathematics instruction using Harcourt Math Basal Series K-5 with two math groups.	Classroom Teachers	Lesson Plans Daily CWT	Benchmark Assessments
2	Teachers will follow and modify based on student data monthly instructional focus calendars (based on SSS), which identifies specific grade level skills for daily instruction – Grades K-5.	Math Coach and Administrators	CWT Lesson Plans	Benchmark Assessments
3	Data chats will be conducted with Grade 3-5 students in the ELL, Black and Economically Disadvantaged subgroup	Principal, Assistant Principal, Classroom Teachers	BAT data, mini bat data, student goal sheets will be reviewed by students, teachers and Administration.	Student data and goal sheets
4	Pullout and push-in interventions will be provided for Black, ELL and Economically Disadvantaged students.	Administration	Student portfolios, progress logs will be reviewed for fidelity of implementation. Classroom Walkthroughs will be conducted during push in, pullout blocks	Student Portfolios, Walkthrough data
5	Increase the use of manipulatives and hands on activities to reinforce math concepts	Math Coach	Administrative walkthroughs	End of Chapter test, Mini assessment BATs
6	Teachers/support staff will provide small group instruction for identified students	Principal, Math Coach, Teachers	Classroom walk throughs	Mini assessment. BATs and end of chapter test
7	Teachers will utilize Instructional Focus Calendar/BEEP lessons	Teacher, Math Coach, Principal	Classroom walkthroughs	Mini BATs and Benchmark Assessments
8	K-12 ESOL Plan will be followed for scheduling, instruction and assessment.	Administration, math coach, classroom teachers	Classroom Walkthroughs, lesson plans will be checked for fidelity of implementation and follow through.	Lesson plan checklist, student data, Classroom Walkthrough data

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 65-% of students achieved mastery of the 2009 FCAT Math Test.		In grades 3-5, 70-% of students will achieved mastery of the 2009 FCAT Math Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teacher will provide instruction using Harcourt Math series	Classroom Teachers, Math Coach	Lesson plan review	Classroom walkthrough data, and lesson plan checklist
2	Develop and implement Instructional Focus Calendar (k-5)	Math Coach, Classroom teachers	Administrators will focus on upcoming of IFC's and monitor the implementation through Classroom walk throughs	Walkthrough, data chats and Mini assessment data, data chats
3	Teachers will use calendar math a tool to reinforce math concepts	Teacher, Math Coach	Classroom walkthroughs	Mini Assessments, BATs Data chats

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
---------------------	---------------	-------------	-------------	------------------------------------	-----------------------------------

In grade 3-5 51% of students will achieve mastery on the 2010 FCAT Mathematics Test	Effective Implementation of the Instructional Focus Calendar	Ed Peddell	August 2009	Modeling of Lessons Classroom Visits	Principal, Math Coach
In grades 3-5 ___% of Students with Disabilities will achieve mastery on the 2010 FCAT Mathematics Test	Elementary Math Strategies	Broward County District Trainers	August 2009	Observation of center use and documentation in lesson plans	Principal, Math Coach
At least 67% students in the lowest 25% quartile will demonstrate annual learning gains on the 2010 FCAT	Item Spec's training using Sunshine States Standards	Ed Peddell	September 2009	Modeling of lesson in Classrooms Classroom visits	Principal, Math Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Acaletics	School Accountability	\$6,700.00
Manipulatives	Title I	\$1,000.00
Materials and supplies for incentives	Title One	\$1,000.00
		Total: \$8,700.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$8,700.00

End of Mathematics Goal

## Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009, FCAT Science data, 6% of students achieved level three and above.		Given instruction based on the Sunshine State Standards, 20% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize hands-on laboratory experiments three times per week using the 5E model,	Principal Assistant Principal Science Coach	Classroom walkthroughs	Science mini- assessments and BATS

	science stations.			
2	Provide real world science experiences and engaging activities	Principal Assistant Principal Science Coach	Progress monitoring	Science mini- assessments and data chats
3	All students will complete hands-on lab activities weekly and use a common lab report format to document hands-on investigations	Principal Assistant Principal Science Coach	The created lab schedule will be implemented with fidelity and monitored by the Principal	Improvement on the science mini- assessments
4	Utilize BEEP resources and Delta science kits. he 5E model and science stations	Science Coach, Classroom Teachers	Teachers will utilize Delta science kits in order to conduct experiments with students in alignment with the IFCs. These will be documented in lesson plan books that will be checked monthly by the science coach and quarterly by Administration.	Journal writing. Mini-assessment data will be reviewed with students and teachers biweekly as well .

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Students in all AYP Subgroup 20% of students in AYP sub group scored Level 3 or above on the FCAT Science		Students in all AYP Subgroups will have at least 20% of students scoring Level 3 or above on the FCAT Science Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize hands-on laboratory experiments three times per week using the 5E model, science stations	Principal Science Coach	The created lab schedule will be implemented with fidelity and monitored by the Principal	Improvement on the science mini- assessments, data chats
2	All students will complete hands-on lab activities weekly and use a common lab report format to document hands-on investigations	Principal Science Coach	The created lab schedule will be implemented with fidelity and monitored by the Principal	Improvement on the science mini- assessments
3	The District IFC will be incorporated into instruction	Principal/Assistant Principal	Review of lesson plans	On going Progress monitoring
4	Students will utilize FCAT explorer at least twice per week.	Math Coach	Review of FCAT Explorer Assessment Data	Data Chats
5	Science teacher will implement interactive multimedia, multimodal strategies and test accommodation for ELL students	Science Coach, principal	Classroom walkthroughs	Mini Assessment and BATs, Data chats

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment	Florida's Continuous Improvement Model Training	Science Coach	August 2009	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed	Principal, Assistant principal and Science Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

*End of Science Goal*

## Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the State of Florida A+ Plan 96% of students are meet state standards in writing at 3.5 or above.		At least 100% of 4th grade students will score at or above 4.0 on the FCAT Writing Assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	Principal, Assistant Principal, Reading Coach	A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor	Progress between the Pretest Prompt and Mid-year Prompt
2	The revision and editing process will be explicitly taught and seen in student	Principal, Assistant Principal, Reading Coach	. Administration will monitor revision and editing process by reviewing student drafts.	Progress between the Pretest Prompt and Mid-year Prompt
3	Tier 1: Students use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across	Principal, Assistant Principal, Reading Coach	Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 6 weeks by	Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt.
4	Tier 2: The revision and editing process is explicitly taught and seen in student writing drafts. I	Principal, Assistant Principal, Reading Coach	Student writing samples will be reviewed and scored bi-weekly by teacher. Percent of students making adequate progress toward goal will be determined once every 6 weeks by	Scored writing samples will be used to determine progress between the Pre-test Prompt and Mid-year Prompt

			comparing writing trend data to expected rate of growth	
5	Develop and implement a Writing IFC which includes monthly writing prompts	Reading Coach, Classroom teachers	Monthly writing prompts will be scored using the state of Florida's holistic scoring rubric. These results will be analyzed by teachers, Reading Coach and Administration.	Monthly writing prompt data and student portfolios will be used to evaluate effectiveness of the writing program and student progress
6	After-school Writing camp will be offered to all fourth grade students and select third grade students.	Reading Coach, Classroom Teachers	Pre and Post Assessments, Monthly writing prompts will be analyzed for effectiveness of program.	Monthly Writing Samples, Pre and Post Assessments, Student Portfolios
7	Students will Integrate writing throughout the content areas through the use of journals.	Classroom Teachers	Student journals will be reviewed bi-weekly by teachers during grade level meetings. Reading Coach and Administration will periodically review journals during Classroom Walkthroughs.	Student portfolios, Monthly writing samples
8	Teachers will utilize BEEP lessons to develop effective writing plan.	Classroom Teacher	Monthly writing prompts will be analyzed for effectiveness of program.	Monthly Writing Samples, Pre and Post Assessments, Student Portfolios

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
On the 2010 the FCAT Writing Test, 100% of the 4th grade students will achieve a 3.5 or above	Teaching the use of revision and editing strategies	Sue Littlefield	August 2009	Monitor student Writing portfolios, notebooks or journals. Students will use red pens to make revisions and edit so that their self correcting behavior can be easily monitored.	Assistant Principal, Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for Professional Development	School's General Budget	\$1,000.00
		Total: \$1,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,000.00

End of Science Goal

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
for Open House workshops, Literacy Night, parent/teacher conferences, Family FCAT Nights in 2008-09 indicate only 51% of parents participation		Increase parent participation at Open House to 56% of students' parents		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Publicize event in using multiple methods and in students' home language	Principal	Collect attendance logs in each classroom	1. Maintain attendance logs in each classroom
2	Schedule high parent interest whole school event during evening to induce greater	Principal	Collect feedback surveys from parents	Parent Surveys
3	Have students compose invitations to their parents	Principal Reading Coach	Survey parents to determine if this was their first time attending	Sign-in Sheets and Workshop Evaluations

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
School staff survey indicated teachers communicated with only 56% of parents once per month.		Increase teacher communication with parents to 61% of their student's parents, at least once per month.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	40% of their Student's parents, at least once per month.	Principal Assistant Principal	Collect feedback surveys from parents and teachers.	Parent and Teacher Surveys

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase teacher communication with parents to 61% of their student's parents, at least once per month.	Effective two-way communication	Assistant Guidance Counselor	August 2009	SAC Chair will participate in common planning to provide follow-up	Guidance Counselor

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Substitute teachers to provide temporary coverage for Professional Development	Title One	\$1,000.00
Materials and supplies for workshop handouts; stipend to workshop consultant	Title One	\$1,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

		Total: \$0.00
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,000.00

*End of Parent Involvement Goal*

---

Other Goals

Reading Goal:

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Reading Goal

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Treasures	District Funds	\$8,350.00
Reading	Accelerated Reader Books t to Replenish Classroom Libraries	SAC	\$1,000.00
Mathematics	Acaletics	School Accountability	\$6,700.00
Mathematics	Manipulatives	Title I	\$1,000.00
Mathematics	Materials and supplies for incentives	Title One	\$1,000.00
Writing	Substitute teachers to provide temporary coverage for Professional Development	School's General Budget	\$1,000.00
Parental Involvement	Substitute teachers to provide temporary coverage for Professional Development	Title One	\$1,000.00
Parental Involvement	Materials and supplies for workshop handouts; stipend to workshop consultant	Title One	\$1,000.00
			Total: \$21,050.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	SAC	\$2,400.00
			Total: \$2,400.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Instructional Focus Calendar-Stipends for Summer Development	Title 1	\$1,200.00
			Total: \$1,200.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$24,650.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

No Attached school's Differentiated Accountability Checklist of Compliance

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Acaletics	14300
Accelerated Read Books	1000
Student Incentives	1000

Describe the Activities of the School Advisory Council for the Upcoming Year

**Needs Assessment**

Explanation of Florida Department of Education's Report Cards and Accountability Reports

Explanation of the No Child Left Behind Act, Title One , Supplemental Education Services (SES), Adequate Yearly Progress, Differentiated Accountability

Explanation of Results from Broward's Assessment Tests (BAT 1 and BAT 2)

Alignment of SAC with PTA and SAF

## SAC Members

### Members

- 1) Michael Walker, Principal
- 2) Peggy Johnson, SAC Chair
- 3) Geemps St Julien, Teacher
- 4) Richar Larrydale, Business Member
- 5) Anthony Davis, Business Member
- 6) Carole Francoise, Business Member
- 7) Nickalina Elliot, Parent
- 8) Eduardo Rivera, Parent
- 9) Claudia Rivera, Parent
- 10) Margaret Davis, Community Member
- 11) Willie Lawson, Community Member
- 12) Jamie Nero, School Support Personnel
- 13) Melissa Battie, School Support Personnel

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward PARK RIDGE ELEMENTARY SCHOOL 1951													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 202 Math: 202		2008-2009 School Grade <sup>1</sup> :		D		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL <sup>4</sup>	99	Y	99	Y	36	N	40	N			Y			NA	58	64	N	53	60	N	50	N	48	N			
WHITE			NA		NA		NA				NA			NA			NA			NA							
BLACK	99	Y	99	Y	35	N	37	N			Y			NA	56	65	N	53	63	N	50	N	46	N			
HISPANIC			NA		NA		NA				NA			NA			NA			NA							
ASIAN			NA		NA		NA				NA			NA			NA			NA							
AMERICAN INDIAN			NA		NA		NA				NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	37	N	41	N			Y			NA	59	63	N	53	59	N	50	N	49	N			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	30	N	33	N			NA			NA	72	70	N	59	67	N	51	N	42	N			
STUDENTS WITH DISABILITIES	100	Y	100	Y	18	N	23	N			NA			NA	82	82	N	74	77	N	38	N	33	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward PARK RIDGE ELEMENTARY SCHOOL 1951													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 215 Math: 215		2007-2008 School Grade <sup>1</sup> :		C		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	42	N	47	N	94		Y			NA	57	58	N	48	53	N	51	N	57	N			
WHITE			NA		NA		NA				NA			NA			NA			NA							
BLACK	100	Y	100	Y	44	N	47	N	93		Y			NA	57	56	N	49	53	N	53	N	58	N			
HISPANIC			NA		NA		NA				NA			NA			NA			NA							
ASIAN			NA		NA		NA				NA			NA			NA			NA							
AMERICAN INDIAN			NA		NA		NA				NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	41	N	47	N	93		Y			NA	57	59	N	48	53	N	51	N	57	N			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	28	N	41	N			NA			NA	63	72	N	55	59	N	45	N	49	N			
STUDENTS WITH DISABILITIES	100	Y	100	Y	18	N	26	N			NA			NA	82	82	N	74	74	NA	36	N	48	N			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward PARK RIDGE ELEMENTARY SCHOOL 1951													
Number of students enrolled in the grades tested: <a href="#">Click here to see Number of students in each group</a>														Read: 235 Math: 235		2006-2007 School Grade <sup>1</sup> :		C		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL <sup>4</sup>	100	Y	100	Y	43	N	52	N	92	94	Y			NA	54	47	Y	44	48	N	39	NA	54	N			
WHITE			NA		NA		NA				NA			NA			NA			NA							
BLACK	100	Y	100	Y	43	N	51	N	90	93	Y			NA	55	47	Y	45	49	N	39	NA	53	N			
HISPANIC			NA		NA		NA				NA			NA			NA			NA							
ASIAN			NA		NA		NA				NA			NA			NA			NA							
AMERICAN INDIAN			NA		NA		NA				NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	43	N	52	N	91	93	Y			NA	53	47	Y	42	48	N	39	NA	55	N			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	37	N	45	N			NA			NA	59	57	N	51	55	N	39	N	54	N			
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA							

## SCHOOL GRADE DATA

Broward School District PARK RIDGE ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	46%	96%	6%	190	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	59%			116	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	63% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					429	
Percent Tested = 99%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Broward School District PARK RIDGE ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	53%	100%	12%	214	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	68%			123	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	53% (YES)	67% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					457	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District PARK RIDGE ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	46%	58%	91%	15%	210	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	62%			116	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	69% (YES)	54% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					449	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested